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ABSTRACT

This study investigated sex differences in counselor credibility as perceived by high school girls. A quasi-experimental method was used in which four tape recordings presented identical career information about women by female and male counselors. Fifty-three career-oriented and 53 home-oriented girls rated the counselor-narrators on a credibility questionnaire of 30, five-point semantic-differential scales. Null hypotheses tested: there is no difference (1) between credibility ratings given to female and male counselors; (2) between ratings of career-oriented and home-oriented girls; (3) in amount contributing to credibility ratings by three trait clusters: Expertness, Trustworthiness, and Sex-Role Stereotype. Analysis of variance was used to test for significance of differences between group means. All three null hypotheses were rejected. Results showed female, not male, counselors were rated higher for credibility; career-oriented girls counselors of both sexes higher than did home-oriented girls; of trait clusters contributing to overall credibility, Sex-Role Stereotype contributed less than Trustworthiness and Expertness. (Author)

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SEX DIFFERENCES IN COUNSELOR CREDIBILITY AS PERCEIVED BY HIGH SCHOOL GIRLS

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A THESIS

Presented to the School of Education

California State University, Long Beach

In Partial Fulfillment

of the Requirements of the Degree

Master of Science

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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By Rita Jayne Kyselka

January 1975

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SEX DIFFERENCES IN COUNSELOR CREDIBILITY

AS PERCEIVED BY HIGH SCHOOL GIRLS

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Chapter 1

THE PROBLEM

INTRODUCTION

As the number of women working outside the home is increasing each year, the adequacy of career counseling for young women becomes of growing concern. Sex-role conditioning has been and still is influential in one's perception of self and others; however, society is beginning to change its view of the roles for women and men and its idea of what are feminine and masculine careers. Traditionally it has been proper that the woman's primary responsibility was to stay home to take care of the house, children, and husband, and the man's primary responsibility has been to support the family from his life's work. Only recently has educational and career counseling taken on importance with regard to females as well as males at the high school level.

High school girls need career counseling to assist them with career decisions that must be made by graduation time. With the traditional pattern that women stay home and men go to jobs, there is a question of who, a woman or man, will have more influence on girls when discussing career plans. Little investigation of sex differences of

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counselors has been done in relation to high school girls and career planning that consider the present realities of a woman's life. Is there a difference in how women and men counselors are perceived by high school girls when career information is discussed? Does being oriented more toward a career or more toward home influence girls' perception of counselors in career counseling? Also, do traditional sex-role stereotypes influence girls' perceptions of traits or characteristics of women as compared to men counselors in career counseling?

STATEMENT OF THE PROBLEM

This study investigated and identified sex differences in counselor credibility as perceived by high school girls. The research problem was to determine (1) whether female or male counselors are perceived by high school females as the more credible sources of career information, (2) if career-oriented girls differ from home-oriented girls in their perception of counselor credibility, and (3) how different dimensions or trait clusters contribute to the overall credibility of counselors.

SIGNIFICANCE OF THE STUDY

In high school, most girls are either thinking about getting married soon after they graduate or thinking about finding temporary work until they do get married;

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boys are planning the career they will pursue after they graduate. Girls generally are not accustomed to career planning and planning for their futures. In the section of the report, California Women (1971), concerned with vocational readiness of girls, the Advisory Commission on the Status of Women stated that the life patterns of women are changing. The Commission believes that the schools are an important key to encouraging, informing, influencing, and motivating girls to become full participants and contributors to society. They state also that formal counseling as well as other segments of school should present information in accordance with the realities of the modern world. In their report, the Commission issued the following recommendation:

> That career and vocational education and counseling be greatly expanded in elementary and secondary schools, and that schools give much greater encouragement to girls to undertake education and training that make the most of their potential and prepare them to meet responsibilities of the future [p. 37].

As the importance of career counseling for girls increases throughout the school system, the need for counselors to understand how girls perceive them increases, especially with existing stereotypic roles of women and men pervasive in society today. This research offers indications as to which counselor in a career counseling situation, a woman or man, will be the more influential or convincing source of career information and facts when counseling with girls

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of either a career orientation or a home orientation. The results of this research give some indications about which counselor, a woman or man, can be most influential in getting girls to view the realities of a woman's life realistically, in getting girls to plan for their futures, and in giving girls encouragement to use their full potentials.

This study also contributes to research on women and career counseling generally and to knowledge about counselor characteristics as well as high school girls' perceptions of counselors. Women and girls, both counselors and counselees, have been neglected in career theories and research. Most career development theories deal inadequately with or ignore career development of women, according to Kriger (1972). Research with men and focus on male patterns only have been the basis for the theories and "a dynamic explanation of career development of women is not currently available [p. 420]."

LIMITATIONS

This study assumed that sex differences in counselor credibility can best be studied within the school setting with perception-attitude ratings by the high school girls; nevertheless, there were limitations. The study was made at one selected high school in a predominantly working class community; therefore, results do

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not necessarily apply to other socio-economic populations. However, it was a representative sample of girls in that high school and the findings can be generalized to other high school girls in similar communities. Also, the rating scale which was used was devised by this investigator from two different sources, and the reliability and validity of this particular instrument has not been ve i-fied. Due to these limitations, this study should be considered pilot in nature with much of the information presented being used as a guide for future research.

RESEARCH HYPOTHESES

Three research hypotheses resulted from the research problem: It was expected (1) that high school girls perceive and rate male counselors as the more credible sources and female counselors as the less credible sources of life-career facts about women, (2) that career-oriented girls differ from home-oriented girls in the way they perceive and rate counselors as credible sources of career information, (3) that stereotypic traits of femininity and masculinity contribute more to the overall credibility of counselors than traits of expertness and trustworthiness.

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DEFINITIONS OF TERMS

Counselor Credibility

Hovland, Janis, and Kelley (1953) have defined credibility of a source or communicator as consisting of two components which they call expertness and trustworthiness. Lemert (1963) was less restrictive; he stated that credibility consists of a number of independent source qualities. In either definition, these qualities are perceived qualities or traits of a person in relation to a communication or information.

Counselor credibility, in this study, was defined as perceived Expertness, Trustworthiness, and Sex-Role Stereotype in relation to presenting career information about women.

Credibility was measured on a Counselor Credibility Rating Scale (CCRS) which consisted of 30 scales of adjectival opposites or semantic-differential scales; there were 10 scales with trait pairs for each of the dimensions or sub-clusters of the CCRS: Expertness included Experienced/Inexperienced and Trained/Untrained, Trustworthiness included Honest-Dishonest and Kind/Cruel, Sex-Role Stereotype (femininity and masculinity) included Logical/Illogical and Decisive/Indecisive. Complete description of clusters is given on pages 37-38.

In this study a credible counselor or source was

one who was perceived to be relatively expert, trustworthy, and stereotypically masculine when presenting career information about women. The overall credibility of the counselors was reflected by ratings on the CCRS, a numerical value of 3 being "average," a value above three being "high," and a value below three being "low." Counselors with higher ratings on the CCRS were considered to be more credible sources of career information about women than those with lower ratings.

Career-Oriented

Career-oriented referred to girls who thought that a career outside the home was important for them. This work orientation was determined by means of self-check on a short questionnaire which included two career-oriented questions.

Home-Oriented

Home-oriented referred to the girls who thought that the home was more important to them than a career. This work orientation was determined by means of self-check on a short questionnaire which included two home-oriented questions.

The work-orientation statements are listed on page 36.

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ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter 2 consists of a review and summary of literature related to the problem, under the headings of sex of the counselor, career and home orientations, sex-role stereotype, and semantic differential and credibility.

Chapter 3 describes the design of this study and includes research method, description of the sample, data collection instrument, data collection procedures, and method of data analysis.

Chapter 4 presents the results of data analysis and a discussion of the results.

Chapter 5 consists of the summary, conclusions, and recommendations.

Chapter 2

REVIEW OF THE LITERATURE

This chapter reviews the literature related to the following topics: sex of counselor, career and home orientations of women, sex-role stereotype, and the semantic differential technique and measures of credibility.

SEX OF COUNSELOR

Few researchers have investigated sex of the counselor in relation to career counseling. The research that has been done with females, however, suggests that male counselors are generally preferred by female counselees and that male counselors are more influential in counseling situations than female counselors.

Fuller (1963), at the University of Texas, had difficulty finding students who preferred female counselors. Her study concerned with female and male client expression of feeling during educational and vocational counseling was done in two parts; she first surveyed university student preferences for female and male counselors. Few students seemed to prefer female counselors. For the second part of the study, she divided counseling center clients into half that preferred male counselors and half that had no counselor preference. Fuller had no

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students in the second part of her study who preferred female counselors. She stated that one of the limitations of her study was the lack of subjects who preferred female counselors; also, she concluded that the typical client population was probably similar to her sample, either preferring male counselors or having no preference.

Another study by Fuller (1964) was specifically concerned with preference for sex of counselors. She questioned University of Texas students; part of them were from a reading program and part of them were clients from the counseling center. Of 66 non-client females, results showed that they preferred male counselors over female counselors for vocational problems, although for personal problems they generally preferred a female counselor. Of 146 female clients, the results showed they preferred a male rather than a female counselor for overall counseling problems whether educational, vocational, personal or other.

Preference for male counselors was shown in another study with high school and junior high school students. In his investigation of sex of the counselor, Mezzano (1971) administered a questionnaire to students. He used students in grades seven through twelve in public schools of three communities in Wisconsin; there were 750 girls in the study. His purpose was to find out if students had a sex preference and if the preference varied

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with students' age and problem. For girls in the seventh and eighth grades, results showed that they preferred female counselors for all concerns. However, the high school girls preferred a male counselor for educational-vocational counseling; percentages for grades nine through twelve were 58, 81, 77, and 78, respectively.

Influence of male counselors was somewhat greater than female counselors in an actual counseling situation with high school students. Thoresen, Krumboltz, and Varenhorst (1967) investigated the sex variable in relation to increasing career-related behaviors. They were interested in sex of the counselor, sex of counselor models and student models, and sex of the subject on career exploration. They wanted to find the combination most effective in increasing students' information-seeking behaviors. They used eleventh-grade students in suburban high schools near Stanford University; each of the students had one interview. The investigators used three treatment conditions; and three weeks after the counseling, each student was interviewed by an evaluator who assessed the information-seeking behaviors. For the girls, they found that counseling without tape models and systematic reinforcement of the interviewing counselor was almost as effective on the average as with them. The girls who sought the most information, however, were those interviewed by male counselors with tape models either both male

or both female. Thoresen et al. believed the results to be consistent with the culture and vocational and educational planning. "In our society educational and vocational planning are generally of greater importance to males than to females [p. 507]." They go on to explain stereotypic thinking:

> It seems plausible that males might be perceived as more competent and prestigeful in vocational counseling and might, therefore, possess more reinforcing power in discussing career-planning activities. Female counselors might possibly be more effective in discussing matters in which they are generally perceived to have superior knowledge, for example, problems in dating and etiquette [pp. 507-508].

From these few studies it appeared likely that girls, high school and college, generally preferred male counselors and were most influenced by them in a career counseling situation.

CAREER AND HOME ORIENTATIONS

In contrast to the paucity of research concerned with sex of the counselor and career counseling, much literature was concerned with two groups of females: those who were career oriented and those who were home oriented. Many investigators show evidence that there are two groups of females and that these two groups of females differ on many variables. Only those studies most representative of the two groups of females are discussed in this section.

Hoyt and Kennedy (1958) investigated career and

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homemaking groups for interests and personality correlates. College women were divided into two groups according to their responses on questionnaire statements; the statements categorized 30 women into a career group and 71 women into a homemaking group. They compared the two groups' scores on the scales of the Strong Vocational Interest Blank for Women (SVIB-W) and on the Edwards Personal Preference Schedule (EPPS). Findings showed that the career-oriented females scored higher on certain scales of the SVIB-W which included Psychologist, Physician, and Lawyer. The homemaking group scored higher on scales which included Housewife, Home Economics Teacher, and Dietician. Differences were also found for the two groups of females on the EPPS scales. The career-oriented group scored higher on Achievement, Intraception, and Endurance; the homemaking group scored higher on Succorance and Heterosexuality.

University students were also grouped by another investigator. Wagman (1966) categorized 38 females as career oriented and 102 as homemaking oriented by using Hoyt and Kennedy's (1958) statements. From his analysis of group means, Wagman found significant differences on the Strong Vocational Interest Blank for Women which distinguished two female groups and confirmed Hoyt and Kennedy's findings.

Gysbers, Johnston and Gust (1968) used the Strong Vocational Interest Blank for Women to identify university

women as career- and homemaker-oriented. They selected scales that correlated highest and lowest with the Housewife scale. Some of the scales separating the two groups of women were similar to those in the studies by Hoyt and Kennedy and Wagman. From the analysis of data of women who scored similarly on two administrations of the Strong, they found characteristic differences. For example, career-oriented women (N=29) tended to pursue more education: homemaker-oriented (N=52) did not. The career-oriented tended to view employment as important; the homemaker tended to view employment as secondary.

Astin (1968) stated that the dichotomy, career versus non-career, may be appropriate in viewing vocational plans of young girls after high school. Her statement comes after her study of career development of high school girls which was concerned with predicting careers that girls will eventually enter. She used 817 female students from Project TALENT Data Bank. These students were tested in 1960 and retested in 1963, their senior year. Data showed that girls planning college in the science and teaching areas differed from those planning office work or homemaking on ninth-grade measures; these measures included higher socioeconomic status, greater mathematical ability, frequent choice of college preparatory classes, stronger interest in physical sciences. Counseling, college or job planning, in the ninth grade made a difference also.

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Most of the literature Levitt (1971) reviewed made the distinction of career-oriented and marriage-oriented, and each group had different characteristics or traits. The studies concerned with values indicated that career-oriented women found intrinsic reward important while marriage-oriented were more influenced by extrinsic rewards; career females placed less value on religion than did traditional females. She stated that studies concerned with personality have shown that career-oriented females were more intellectual, achievement oriented, aggressive, and independent than were the traditional females; homemaker-oriented were social and conventional types.

Most investigators have concluded that there are these two identifiable groups which differ in their characteristics and perceptions. These two groups probably also differ in their perception of and preference for counselors in relation to career counseling.

SEX-ROLE STEREOTYPE

According to Broverman, Vogel, Broverman, Clarkson and Rosenkrantz (1972), "The concept of sex-role stereotype implies extensive agreement among people as to the characteristic differences between men and women [p. 62]." The roles have been labeled feminine and masculine; each has its specific traits or degrees of traits. Research suggests that traits which are labeled masculine are

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related to being career oriented or non-traditional, and traits labeled feminine are related to being home oriented or traditional. Research concerned with stereotyping suggests also that sex role is very influential in attitude and behavior patterns in addition to traditional and non-traditional traits; men more than women are viewed as more knowledgeable about the career world and as more successful in the career world.

The first two studies illustrate sex-role stereotyping in relation to describing traits of the work orientations. Rand's (1968) study was concerned with the culturally defined femininity and masculinity concepts. She hypothesized that career-oriented women would have more masculine characteristics and that homemaker-oriented women would have more feminine characteristics. Rand believed this would also confirm that the two groups of females differ in how they perceive their sex-roles. She studied extreme groups of college females considered career or homemaker by their agreement or disagreement with the statement that "finding a husband in college was more important than finding a suitable field of training after college [p. 445]." Her study variables were classified as feminine or masculine depending on whether they met the criteria for showing sex differences. Rand found that career-oriented women perceived and rated themselves high on masculine scale items such as Leadership, Drive to

Achieve, and Aggressiveness; the homemaking-oriented group saw themselves lower on these items. Some feminine scales were also rated high by the career-oriented women; however, some scales were rated higher by the home-oriented which included such scale items as Social, Self-Control, and Conventional. Rand believed that the results show femininity and masculinity to be valid dimensions of the career- and home-oriented women.

The sex-role stereotyping, femininity and masculinity, showed also in research at the high school level. Girls who achieve were considered as having masculine traits, and those who did not achieve were considered as having feminine traits. Houts and Entwisle (1968) have shown that the sex-role orientation influenced academic achievement attitudes in high school. Their study of 405 tenth-grade girls dealt with the girls' view of woman's role and their attitude toward competing for grades. The investigators sorted their data into sex-role orientation, verbal ability, and achievement attitudes. Those girls with a masculine orientation responded that they would compete with boys; these girls were also of the high ability group. Houts and Entwisle concluded that there was a relationship between achievement attitudes and school grades if girls saw masculine competitive behavior as appropriate to their feminine role, but not otherwise.

These two studies seemed to show that stereotypic

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femininity and masculinity are research terms related to women. Other studies show a relation of sex roles and sex-role characteristics to female perceptions of males and influence of males.

Sex-role and masculine influence on women and their attitudes was shown in a study at Cornell University. Grebow (1973) investigated parental nurturance-affection and parental achievement expectations, demands, and standards in relation to achievement performance (GPA) and intellectual and/or traditional woman's role values. Value ratings by the women for each parent showed a relationship to the daughter's intellectual values for valuing of achievement and level of affection. Perceived parental attitudes and woman's role values showed a relationship only to father's; it was found that fathers who placed less emphasis on achievement and intellectual values had daughters who placed more value on woman's role. Also, fathers who were perceived as warm and who stress intellectual proficiency and achievement had daughters who did not adhere to traditional woman's role values.

Sex role shows its influence in what women think men think; masculine influence can be seen by female perceptions of male attitudes in a study by Steinmann, Levi, and Fox (1964). White, middle-class, female students in a college class responded to an inventory that had half of its questions concerned with equality of females. The

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subjects were being tested to find whether a common response pattern was visible. They were given three administrations of the inventory; they rated their self-perception, the ideal woman, and as they thought men would want them to respond. The data indicated that these women saw themselves and their ideal woman as similar, which included passive and active elements equally. However, they perceived men's ideal woman as significantly more subordinating with regard to both the family structure and personal development. The subjects saw men's ideal woman as being more passive and accepting of the subordinate role. This study indicates that females can be influenced by what they think men think about women. These perceptions of how males see them may influence women's thoughts about themselves when talking to men.

Sex-role stereotypic perception concerned with jobs and career opportunity, with males being more knowledgeable about jobs, and with job success is shown in the next two studies. The first study by Schlossberg and Goodman (1972) showed that young children viewed career opportunities as more limited for females than males and perceived males as more capable of different jobs. They used kindergarten and sixth-grade girls and boys from a model-cities project school and a middle- and upper-middle class school. Students responded to drawings of females and males in certain job settings and to questions about whether a woman or man

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could work there. Findings indicated that the middle-class children were less stereotypic than the model-cities children, that women were more excluded from men's jobs than men were from women's jobs, that the children chose occupations within their respective sex stereotype, and that the children in the lower and higher grades were fairly similar in stereotypic ratings. The girls and boys in the study thought men could qualify more for female jobs than women could qualify for male jobs. The investigators explained that children saw males as having more power; males could do anything while females could not. They also noted that when the children said a female could do the work, their statement was also qualified by saying that a woman would need special training or schooling. There was no reference to special training for a man in either a feminine or masculine occupation.

Another study showed that females are not necessarily perceived by other females as being successful in the career world but show males as being successful. The Intellect (1973) summarized and reported a study done by Gail Pheterson, Sara Kiesler, and Philip Goldberg. The researchers had 120 college females rate abstract paintings. The students were given identical backgrounds for each of the artists; only the artist's name differed to indicate sex of the artist. In addition, some women were told that the artists had won prizes, and some were told

that the painting had not been judged but were going to be entries. Results showed that artists were rated equally for technical competence and future success when prizes had already been awarded. Results also showed that male artists were evaluated significantly higher than female artists on identical paintings when the paintings were only entries and the names of the artists were given. According to the article, Kiesler stated that the women seemed to be taking an actuarial approach. That is, fewer females are successful in our society so the best guess in competition was that the male artist was better; females saw males as more competent than females unless females had already succeeded.

Sex-role stereotypic perceptions seem limiting on career opportunities for women in both early and later years. The studies indicated that women were viewed as less competent and less successful than males in the career world.

The last study of this section again confirms that sex-role stereotype and its traits are a concern of research; however, it takes a different approach to viewing traits. Broverman, Vogel, Broverman, Clarkson and Rosenkrantz (1972) have conceptualized sex roles differently from other researchers. Sex-role was not a trait or list of traits but the degree to which women and men were perceived to possess particular traits. In their

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measurement of current perceptions of sex roles, they asked undergraduate female and male students to list characteristics, behaviors, and attributes on which women and men differed. Any of these items that were listed twice were used on a questionnaire; 122 of the list items were put into bipolar form separated by 60 points. They found 41 stereotypic items on which there was at least 75 percent agreement as to which trait pole was more descriptive of the average woman or average man. The perceived difference between the femininity and masculinity responses to each of the items was analyzed by correlated t tests; significance was at the .001 level.

Broverman et al. identified and labeled two clusters of feminine and masculine stereotypic traits. The first was a Competency Cluster on which, according to the investigators, the masculine pole is the more desirable and the feminine pole the less desirable. Traits included Very Passive, Very Illogical, and Very Home-oriented on the feminine pole; Very Active, Very Logical, and Very Worldly were the masculine pole traits. The second cluster identified was the Warmth-Expressive Cluster on which, according to the investigators, the feminine pole is the more desirable and the masculine pole the less desirable. Traits on the feminine pole included Very Talkative, Very Gentle, and Very Quiet; Not-at-all Talkative, Very Rough, and Very Loud were the masculine pole traits.

Sex-role stereotype research seems to indicate that it is a worthwhile and useful study. Investigators have identified sex-role stereotypic traits as being closely related to individuals' perceptions and behaviors; masculine traits are those associated with the career area, and feminine traits are those associated with the home area. Men are viewed as more knowledgeable and successful in relation to careers. Sex-role stereotyping and sex-role influence is of possible importance to career decisions and will probably make a difference in career counseling with girls. It also may influence whose information is more valued in relation to career facts and information, a woman or a man counselor's.

SEMANTIC DIFFERENTIAL AND CREDIBILITY

Traits or characteristics of individuals and groups of individuals can be measured and compared. Any traits or descriptive statements discussed in the previous sections can be uniquely combined and used in measuring individuals perceptions of others or attitudes towards others. This section reviews literature related to measuring attitudes about and perceptions of traits and concepts. First, the semantic differential, a technique or means of measurement, is discussed; second, the individual presenting information and traits related to that person is discussed; third, the combination of the individual presenting

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information and the related traits on scale measures are discussed.

Semantic Differential

According to Osgood, Suci, and Tannenbaum (1957), the semantic-differential is a technique of measurement that has no standard concepts or scales but depends upon the interests of the investigators and the purposes of the research. Semantic-differential scales are rating scales which are flexible and adaptable to research questions and which can use 5-point, 7-point, or more points to get measurements. Osgood et al. state that attitudes are learned and implicit, thus evaluative responses; being evaluative, attitudes can be represented on bipolar continuums that imply direction and intensity and allow for quantification. Also, they state that many traits are learned and can be evaluated, judged, and measured on the semantic differential. The semantic-differential scales measure the connotative meaning of concepts.

There are three factors that have generally been associated with the semantic differential. The factors with bipolar examples of each are evaluation (good/bad), potency (strong/weak), and activity (fast/slow). These three factors are not exhaustive as factor analyses from other research has shown. For example, Wittrock, Wiley, and McNeil (1967) found and labeled factors which included

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Stability (excitable/calm), Masculinity (masculine/feminine), and Tenacity (severe/lenient).

Also, from their research, Osgood et al. conclude that reliability of ratings by semantic-differential scales was fairly high and that the evidence of validity was adequate as estimated from correlational studies with other scales. Shaw and Wright (1967) and Oppenheim (1966) presented similar information on the versatility and the adequacy of measurement of the semantic differential. Studies by Warr and Kapper (1968) also showed reliability satisfactory and validity adequate. Thus, the semantic differential, scales of adjectival opposites, is a technique that can be used to measure many different kinds of concepts.

Credibility

Credibility is related to how a communicator of information is perceived, and the discussion in this section is concerned primarily with source credibility in relation to information given by a human source. Who the source is and what that person says or states is important; it contributes to a person's influence on others or to the acceptance of what that person says by others. Credibility is reflected by its characteristics, and different sources reflect different degrees of credibility. Research in persuasion has shown many characteristics or traits of a

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credible source.

Credibility is the perception of certain characteristics or traits in people. Credibility can be understood as reflecting both expertness and trustworthiness according to Hovland, Janis and Kelley (1953). Expertness, they say, is "the extent to which a communicator is perceived to be a source of valid assertions; . . . [trustworthiness is] the degree of confidence in the communicator's intent to communicate the assertions he considers most valid [p. 21]."

Characteristics of high credibility sources are illustrated in many studies of high and low credible sources. For example, Kelman and Hovland (1953) described their credible source as sincere, honest, competent, and well-informed.

Two other studies concerned with a source and persuasibility have also stated characteristics of a high-credible source. Trustworthiness in source credibility was viewed by Hovland and Mandell (1952) as fairness, honesty, and impartiality. Aronson and Golden (1962) stated that traits relevant to a communicator's credibility were intelligence, responsibility, sincerity, and honesty.

In a slightly different approach, the study by Hovland and Weiss (1951) was concerned with communicators related to different articles. Their articles of information concerned topics such as antihistamine drugs, and the

feasibility of an atomic submarine, the sources included a famous American nuclear physicist and the Soviet newspaper, Pravda. The presentations were viewed as more fair and justified with a source such as the American nuclear physicist, a source considered trustworthy, speaking about the atomic submarine.

Studies have also put specific characteristics of sources on scales to measure the source in relation to what the source had said. Choo (1964) used expertness and trustworthiness to measure communicator credibility. The expertness scale was defined as knowledge, and the amount of knowledge ranged on a 5-point scale from the source knows all the facts to the source knows almost nothing about the topic. Trustworthiness ranged from extremely trustworthy to not trustworthy with regard to the communication as being unbiased and fair. Also, Bochner and Insko (1966) had two sources rated for credibility on 7-point scales; the scales used were knowledgeableness, intelligence, credibility, trustworthiness, expertness, and competence.

The combination of the source and particular information the source presents is relevant to listener's perceptions of source credibility. Also, highly credible sources with specific information or topics seem to have characteristics such as expertness and trustworthiness and have a higher chance that their information will be

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considered by their particular audience or listeners.

Semantic Differential and Credibility

A researcher interested in communication has analyzed many traits related to a source's credibility. Lemert (1963) has factor analyzed many characteristics or traits that were descriptive of sources. In his paper he discussed three variations of his research; he factor-analyzed traits related to public sources with no topic, to public sources with topics, and to three personally-known sources of his subjects. His factor-analytic research with semantic-differential scales and credibility of source with topic is particularly relevant and discussed in this section.

Lemert was concerned with finding qualities of sources that might influence communication acceptance or rejection and a way of measuring them. He gathered 128 pairs of bipolar adjectives and reduced them to 83 pairs by judgments of a number of people and by rarest word pairs. Different sources and different kinds of situations were also sampled to ensure generalizability of the pairs. For example, one of several sources and topics was Perry Como on Organized Crime. University students rated several combinations of the sources and topics on semantic-differential scales of the 83 trait pairs.

Factor analysis of the 83 pairs revealed three

independent factors Lemert labeled Qualification, Safety, and Dynamism. Qualification included Experienced/Inexperienced and Expert/Ignorant as trait pairs. Safety included Just/Unjust and Kind/Cruel as trait pairs. Dynamism included Aggressive/Meek and Decisive/Indecisive as trait pairs.

With source and topic, Qualification ranked first in importance, Safety second, and Dynamism third. Also, Lemert stated that over 60 percent of the variance was accounted for by these three factors. "This figure exceeds the variance extracted by Osgood, Suci and Tannenbaum (1957) in their factor analysis of generalized meaning [p. 7]."

Lemert meant the term "credibility" to have broad application, that is, applied to source and information presented whether arguments were used or not used by a source. Lemert stated that expertness and trustworthiness referred to by Hovland et al. were included in his credibility dimensions of Qualification and Safety.

Other investigators, Bowers and Phillips (1967) stated that studies in persuasion and attitude change were using the semantic differential and factor analyzing the scales for source credibility dimensions; they also stated that research and speculation about attitude change indicated that the subject's perception of both a source and a source's message were important to source credibility.

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They assumed that more specific source-concepts would be used as stimuli. From their factor analysis of data, they found two trait factors they labeled Competence, which included Experienced/Inexperienced and Expert/Ignorant, and Trustworthiness, which included Honest/Dishonest and Just/Unjust.

In a study of sources with different communications, Feather and Jeffries (1967) used semantic-differential scales to measure Credibility of Source in relation to written communications; their adjective pairs included Uninformed/Informed and Ignorant/Educated.

Another study using the semantic differential and credibility traits was one concerned with counselors in a personal counseling situation. It does not, however, have a topic or communication being presented, but it does show that that trait scales can be used to analyze a counselor's credibility. Hartley (1969) used fifth-grade students in his study of perceived counselor credibility during group counseling. Perceptions of high credibility (professional, experienced, and highly qualified) and low credibility (graduate students) counselors were measured on 12 semantic credibility rating scales which he took from Lemert's study. High credibility and low credibility groups of students were counseled twice a week over a period of five weeks. The analysis of variance revealed significance of credibility and time (weeks), and the Qualification factor

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seemed most important. There was a difference between perceptions of high and low credibility counselors over the five weeks; there was also change in subject's perceptions from week to week of counselors, thus a trend to more credibility.

The research on the semantic differential and source credibility traits suggests that they are easily combined, and many traits can be used to measure credibility of a source presenting information. Also, Hartley's study did not combine a source with topic; however, his study illustrated that credibility scales can be used in relation to counselors and, through his analysis of variance, illustrated that the differences of groups' ratings on the scales can be compared.

SUMMARY

Research shows evidence for three specific tendencies in perceptions of girls in relation to sex of the counselor, girls' work orientations, and sex-role stereotype. (1) Male counselors are generally preferred by female non-counselees and counselees, especially for career counseling; male counselors are also more influential within a career counseling situation. (2) Girls tend to be categorized into two work orientations, career-oriented and home-oriented; analysis of differences in areas such as interests, personality, and values tend to

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confirm the existence of the two groups. (3) Sex-role stereotype, femininity and masculinity, appears in many investigations. Research shows that sex roles influence how females perceive themselves and others. Also, males or the masculine image influence females' attitudes, behaviors, and career goals, and males are perceived as more knowledgeable and capable with regard to careers.

Research also suggests that differences in perceptions of and attitudes about others can be measured by traits or adjectival opposites; the semantic differential is a versatile technique and lends itself well to measuring and evaluating degrees and differences in what people think or feel. Characteristics of source credibility and traits of femininity and masculinity or sex-role stereotype fit easily into the semantic-differential scales to be analyzed and assessed statistically.

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Chapter 3

DESIGN OF THE STUDY

To determine whether there were differences in counselor credibility that were associated with the sex of the counselor, a quasi-experimental method was used. Reactions to tape-recorded presentations were obtained to determine (1) whether female or male counselors are perceived by high school females as the more credible sources of career information, (2) if career-oriented girls differ from home-oriented girls in their perception of counselor credibility, and (3) how different dimensions or trait clusters contribute to the overall credibility of counselors.

Eight separate classrooms of female high school students in one school participated in the study. Students' evaluation of the effectiveness of a female as compared to a male counselor was measured by their responses on a Counselor Credibility Rating Scale, an attitude scale based on Osgood's Semantic Differential, which was comprised of three credibility clusters. The stimuli to which the students responded were audio-tape presentations of identical career information about the status of women by both female and male counselor-narrators. Rating data were assigned numerical values and

analysis of variance was used to analyze group mean differences.

HYPOTHESES

1. To test the first research hypothesis that high school girls perceive and rate male counselors as the more credible sources and female counselors as the less credible sources of life-career facts about women, the following null hypothesis was used:

There is no significant difference between the credibility ratings given to female and male counselors following their tape-recorded presentation of the same career facts about women.

2. To test the second research hypothesis that career-oriented girls differ from home-oriented girls in the way they perceive and rate counselors as credible sources of information, the following null hypothesis was used:

There is no significant difference between career-oriented and home-oriented girls' credibility ratings of counselors.

3. To test the third hypothesis that stereotypic traits of femininity and masculinity contribute more to the overall credibility of counselors than traits of expertness or trustworthiness, the following null hypothesis was used:

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There is no significant difference in the amount contributing to credibility ratings of counselors by scale items measuring trait clusters of Expertness, Trustworthiness, and Sex-Role Stereotype.

SAMPLE

One hundred fifty female students in eight home economics classes from Westminster High School in Westminster, California, were tested in this study. Home economics was selected because nearly all girls are channeled through these classes, thus giving a representative sample of the female population at the school. To obtain cooperation of the school personnel, the investigator approached the counselors at the high school about the research problem. One of the counselors then made teacher contacts; three home economics teachers permitted their classes to be used in the study. The students were non-volunteers with approximately 43 percent seniors, 37 percent juniors, 15 percent sophomores, and five percent freshmen.

MEASURING INSTRUMENT

Personal Data Questionnaire

A one-page questionnaire was developed (1) to get specific information about respondents' ethnic background (Caucasian, Mexican-American, Black, Oriental, and other),

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age, grade, and room number, (2) to classify respondents as to whether they were more career-oriented or home-oriented, and (3) to identify by code number which of four tape-recordings was heard. See Appendix B for the questionnaire.

Four statements were taken from the study by Hoyt and Kennedy (1958), and their statements were somewhat modified for use with high school girls. The statements were designed to sort the students into groups; two reflected the career orientation and two reflected the home orientation. Statements were alternated on the questionnaire beginning with a home-orientation statement. Students were directed to check one of these statements as most true of themselves. Girls were "Career" if they checked either of the following two choices:

> I intend to be a career woman; I would not consider giving up a career or job for marriage.
>
> I may get married, especially if I don't have to give up my career or job.

Girls were "Home" if they checked either of the following two choices:

> I definitely do not expect to work in any specialized job (one that requires additional study or training) after high school.
>
> I expect to get married after I graduate and do not plan on working in a career or job at all, but I hope to be qualified, through some study, for a job in case my marriage plans don't work out.

Rating Scale

A Counselor Credibility Rating Scale (CCRS) was devised to record student responses to the audio-tapes on which career information was presented and to evaluate qualities of the narrators. Three dimensions were incorporated in the measuring instrument: Expertness, Trustworthiness, and Sex-role Stereotype.

The trait clusters for Expertness and Trustworthiness were closest to those used by Lemert (1963) as described in Chapter 2. The 10 trait pairs indicating polarities for each dimension were as follows:

Expertness	Trustworthiness
Inexperienced/Experienced	Unjust/Just
Ignorant/Expert	Cruel/Kind
Untrained/Trained	Contemptible/Admirable
Incompetent/Competent	Unreasonable/Reasonable
Uneducated/Educated	Dishonest/Honest
Uninformed/Informed	Closedminded/Openminded
Unintelligent/Intelligent	Insincere/Sincere
Powerless/Powerful	Untrustworthy/Trustworthy
Unpersuasive/Persuasive	Incorrect/Correct
Foolish/Wise	Not sensible/Sensible

Those adjectives to the left were considered the less desirable traits, and those to the right were considered the more desirable.

The third dimension of Sex-Role Stereotype comes from a combination of Broverman et al. (1972) femininity-masculinity items and Lemert (1963) items as described in Chapter 2. They were closest to the Broverman pairs for sex-role meaning. The 10 trait pairs indicating

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polarities for the Sex-Role Stereotypic cluster were:

Feminine-Masculine

Illogical/Logical
Subjective/Objective
Unsure/Confident
Passive/Active
Meek/Aggressive
Indecisive/Decisive
Unable to separate feelings from ideas/
Easily able to separate feelings from ideas
Thinks women are always superior to men/
Thinks men are always superior to women
Very home oriented/Very worldly
Very dependent/Very independent

Those adjectives to the left were considered less desirable or more feminine, and those to the right were considered more desirable or more masculine.

Credibility of the counselors was reflected by ratings on thirty credibility scales. Each of the semantic-differential scales consisted of a pair of bipolar adjectives which were to be rated on a 5-point scale of value. Students were first instructed about the scales: if they felt that the counselor was extremely close to one end of the scale, they should place their check-marks on the space nearest that end; if they felt that the counselor was quite close to or tended toward one or the other end of the scale (but not extremely), they should place their check-marks on the second space in from either scale end; if they felt that the counselor was neutral or that neither side of the scale applied, they were to place their check-marks in the middle space.

In order to control for response set on the CCRS, special precautions were taken to ensure that each scale was read and considered by the girls. First, the position of the more desirable and less desirable poles was randomly reversed: for approximately half of the trait pairs, the more desirable of the pair was on the right and the less desirable was on the left; then, for the other half, the more desirable of the pair was to the left and the less desirable was to the right. For example:

Unintelligent___:___:___:___:___Intelligent

Experienced___:___:___:___:___Inexperienced

Second, order of occurrence of the pairs from each of three trait clusters was also alternated. That is, one trait pair from the Expertness cluster was first, one trait pair from the Trustworthiness cluster was second, and one trait pair from the Sex-Role Stereotypic cluster was third. For example:

Experienced___:___:___:___:___Inexperienced

Unjust___:___:___:___:___Just

Illogical___:___:___:___:___Logical

Third, there were other trait-pair combinations such as one pair from the Sex-Role Stereotypic cluster first, then the Expertness cluster second, and the Trustworthiness cluster third.

In addition, two forms of the word lists, exactly the reverse of each other, were used to balance for

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response set and respondent fatigue on the supposition that some respondents might pay more attention to or think more actively about the first half of the scales than the last. The first list started with

Experienced___:___:___:___:___Inexperienced

Unjust___:___:___:___:___Just

Illogical___:___:___:___:___Logical

and ended with

Competent___:___:___:___:___Incompetent

Incorrect___:___:___:___:___Correct

Unsure___:___:___:___:___Confident

The second list started with

Unsure___:___:___:___:___Confident

Incorrect___:___:___:___:___Correct

Competent___:___:___:___:___Incompetent

and ended with

Illogical___:___:___:___:___Logical

Unjust___:___:___:___:___Just

Experienced___:___:___:___:___Inexperienced

See the semantic-differential forms in Appendix C.

TAPE-RECORDED STIMULI

Audio-tape recordings were selected as the media for presentation of information in order to control for differential effect of the counselors' physical appearance. Four narrators were taped, two female and two male; these

were counseling students from California State University at Long Beach. Two narrators of each sex were used in order to control for possible bias due to a more appealing or less appealing voice quality, which might mean that students were responding to a personality difference rather than a sex difference. One female and one male had fairly soft voices, and the other two voices were fairly loud voices.

Two female and two male narrators recorded the same information script containing twenty-seven career facts about women. The information was taken from three sources:

Bingham, W. C. & House, E. W. Counselors view women and work: Accuracy of information. Vocational Guidance Quarterly, 1973, 21, 262-268.

The Advisory Commission on the Status of Women. California Women. A Report. Sacramento: State of California, Documents Section, 1971.

United States Women's Bureau. Background facts on women workers in the United States. Washington: U.S. Government Printing Office, 1962-1970.

Each tape lasted approximately three minutes. The complete script is given in Appendix A.

On each of four tapes, either a female or a male counselor read half of the information script through career fact Number 13, then the narrator of the opposite sex read from Number 14 to the end. Each narrator read both halves of the information; half was read on one tape and half on another tape.

The order of the female and male narrators was

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alternated on each tape in order to avoid a possible bias due to a narrator being heard first or last, the last heard usually being more easily remembered. The following four-way presentation shows the female and male combinations for each tape:

Tape 1 Code 112 (M_1+F_1)	Tape 2 Code 121 (F_2+M_2)
Tape 3 Code 221 (F_1+M_1)	Tape 4 Code 212 (M_2+F_2)

Code numbers for each tape as shown in the above chart were used to identify response sheets for later handling of the data.

PROCEDURE

The researcher and one of the counselors administered the questionnaire and CCRS, semantic-differential scales, to each of the eight classes separately. After a brief comment by the classroom teacher as to the class schedule for that period, the counselor introduced herself and the researcher. Always included in the counselor introduction to each classroom was the following:

Many of you know I'm one of the counselors at Westminster. My name is _____. Rita

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> Kyselka, who is a counseling student at California State University at Long Beach, would like your help. There is much information that girls should be aware of in relation to careers; so counselors are considering making a tape especially for girls concerning some relevant career facts, which can be available for students to listen to in the career center. However, counselors need and want to know what students think about the counselors before they are recorded on tape permanently. You can help decide which counselor is going to be able to put the information across best on tape.

The one-page questionnaire and semantic-differential scales were distributed. Students were asked not to turn the pages until instructed to do so. They were also told not to put their names on the papers and to put instead a code number and classroom number. Students were then asked to read through the four questions concerned with future work orientation and place an X by the statement that best represented them. When most students were through marking an orientation statement, they were asked to finish marking the information on the page.

When the students were finished with the one-page questionnaire, they were asked to turn to the instructions page for the semantic-differential scales. The investigator read the instructions aloud while the students read them silently. It was also pointed out that there were two sets of response sheets, one for rating the first counselor and one for the second counselor. After the explanation and time to answer any questions, the students were asked to listen closely to the tape that would be

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played so they could rate the counselor whom they would hear. The narrator counselors were referred to as "the first counselor on the tape" or "the second counselor on the tape" in the testing situation, to avoid referring to them as "the female counselor" or "the male counselor," as the case might be.

One-half of the tape (facts 1-13) was played; immediately after the first counselor had been heard, the tape was stopped and the students were asked to rate the counselor on the sheet labeled "THE FIRST COUNSELOR IS . . ." Time was allowed for all students to complete the rating. Then, they were asked to listen to the second counselor on the tape, and the last half of the tape (facts 14-27) was played. Immediately after the tape was stopped, the students were asked to rate the counselor on the sheet labeled "THE SECOND COUNSELOR IS . . ." As the students finished the second rating, papers were collected.

After all the response sheets were collected and testing materials were gathered together, the counselor and researcher moved to the next classroom. Two classrooms each heard one of four tapes: Classrooms I and V heard Tape 1, Classrooms II and VI heard Tape 2, Classrooms III and VII heard Tape 3, and Classrooms IV and VIII heard Tape 4. Each administration of the questionnaire and semantic-differential scales lasted approximately 15 minutes. The following four-way presentation shows the

order and tapes:

Classroom I, V Tape 1 $(M_1 + F_1)$	Classroom II, VI Tape 2 $(F_2 + M_2)$
Classroom III, VII Tape 3 $(F_1 + M_1)$	Classroom IV, VIII Tape 4 $(M_2 + F_2)$

ANALYSIS OF DATA

The semantic-differential scales were scored and tallied for each student for each group. There were five possible positions on each scale. The scale position nearest the most desirable side was rated five points, and the scale position nearest the least desirable side was rated one point. The positions between these were given the values 2, 3, and 4. The following is an example of the scale values:

Experienced 5 : 4 : 3 : 2 : 1 Inexperienced

Unjust 1 : 2 : 3 : 4 : 5 Just

High mean ratings were those which were closer to five points, or more than 3; low mean ratings were those which were closer to 1 point, or less than 3.

Analysis of variance was used to analyze the data. Justification for choice of the statistical method of analysis was based on major references for research using

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the semantic-differential technique. Group means from semantic differential data can be tested for significance, according to Osgood et al. (1957) and Isaac and Michael (1971), and analysis of variance can be used for testing differences in group mean data (Hays, 1963).

Chapter 4

RESULTS

RESPONDENT DATA ANALYSIS

Of 150 sets of response sheets, eight sets were taken from the sample that had neither career nor home orientation checked on the one-page questionnaire. The 142 respondents were then sorted into two groups according to their responses to the four work-orientation questions; 58 percent or N=82 were in the Career category and 42 percent or N=60 were in the Home category. From these, 17 respondents, 10 Career and seven Home, were dropped because their ratings on the semantic-differential scales were incomplete. Then, in order to have an equal number in each group for purposes of statistical testing, 19 Career respondents were pulled out according to a table of random numbers. The total number of respondents used in the analysis of variance was 106, 53 Career and 53 Home.

Description of the 106 respondents showed that the majority or N=97 were Caucasian, and of those, 48 were career-oriented and 49 were home-oriented. Of the nine minority respondents, three Mexican-American and six other racially mixed, five were career-oriented and four were home-oriented.

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The majority of the career-oriented group was composed of twelfth graders; the majority of the home-oriented was distributed between eleventh and twelfth grades. The following chart shows the composition of the two groups by grade level:

	Grade				
Group	12	11	10	9	none
Career-oriented	27	18	5	2	1
Home-oriented	18	20	11	3	1

The predominant age of the career-oriented respondents was 17, and the age of the home-oriented was slightly younger, more evenly distributed between 16 and 17. The following chart shows the distribution of the students by age:

	Age					
Group	18	17	16	15	14	none
Career-oriented	6	26	13	5	1	2
Home-oriented	4	19	18	9	2	1

CREDIBILITY RATING SCALE RESULTS

Individual scale scores were tallied on four master sheets: (1) career-oriented students' ratings of female counselors, (2) career-oriented students' ratings of male counselors, (3) home-oriented students' ratings of female counselors, and (4) home-oriented students' ratings of male counselors. For all four tally sheets there was a total N of 6360 separate values, or 212 ratings of 30

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separate scales. The total 30 scales were further separated into the three trait clusters--Expertness, Trustworthiness, and Sex-Role Stereotype--so that there was a subtotal of 10 scales; each cluster thus had 2120 individual ratings.

Differences between mean scores resulting from the credibility ratings of female and male counselors, differences between mean scores assigned by the Career and Home groups, and differences between mean scores assigned the three clusters of traits were tested for significance. The level of significance was set at .05.

For analytical purposes, a three-factor analysis of variance model was selected. The three factors chosen for analysis were the counselors' sex: female or male (Factor A), the respondent groups: Career or Home (Factor B), and the trait clusters: Expertness, Trustworthiness, or Sex-Stereotypic (Factor C).

In addition to providing the means to test for significance among the three main factors, or to test for the main effects, the analysis of variance also provides for additional assessments. These are three first-order interactions which are designated in the model as AxB, AxC, and BxC. It also provides the ability to assess one second-order interaction, the AxBxC interaction. Table 1 shows the summary of the analysis of variance.

Inspection of the results in Table 1 shows the

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Table 1

Analysis of Variance of Semantic-Differential Scores

Source	Degrees of Freedom	Mean Squares	F Ratio[a]
Main Effects			
Counselor Sex (A)	1	0.9082	14.0281**
Respondent Group (B)	1	0.2881	4.4499*
Trait Clusters (C)	2	0.7528	11.6279**
First-Order Interactions			
AXB	1	0.0158	0.2451
AXC	2	0.0285	0.4409
BXC	2	0.0224	0.3462
Second-Order Interaction			
AXBXC	2	0.0009	0.0147
Error (within cells)	108	0.0647	
Total	120		

*$p < .05$

**$p < .001$

[a] $F = \frac{\text{Mean Squares}}{\text{Mean Squares Error}} = \frac{.9082}{.0647}$

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three main effects as being significant. The three first-order and the one second-order interaction are not significant.

The results in relation to the three null hypotheses were as follows:

1. Null Hypothesis One, that there is no significant difference between the credibility ratings given t, female and male counselors following their tape-recorded presentation of the same career facts about women, was rejected. There was a significant difference between means for the female and male counselors.

However, the observed difference was opposite to what the research hypothesis had postulated. Females, not males, had the higher perceived credibility ratings.

2. Null Hypothesis Two, that there is no significant difference between career-oriented and home-oriented girls' credibility ratings of counselors, was rejected. There was a significant difference between means for Career and Home groups.

In addition, this finding was in accordance with the research hypothesis.

3. Null Hypothesis Three, that there is no significant difference in the amount contributing to credibility ratings of counselors by scale items measuring trait clusters of Expertness, Trustworthiness, and Sex-Role Stereotype, was rejected. There was a significant

difference in how clusters contributed to credibility.

However, the observed difference was opposite to what the research hypothesis had postulated. Of the three trait clusters, the Sex-Role Stereotype (femininity-masculinity) cluster did not contribute the most to overall credibility; it contributed the least. There was hardly any difference between the other two clusters; the slight difference that appeared, however, did show Trustworthiness contributing most and Expertness second most to overall or total credibility of counselors.

INSPECTION OF THE RESULTS

In order to understand the implications of the significant differences that occurred in "perceived counselor credibility," the results must be reviewed in relation to counselor sex, student type, and trait clusters as shown in Table 2.

First, female counselors had consistently higher mean ratings than male counselors, both overall and for each of the three trait clusters. This indicates that the female counselors were perceived as more credible conveyors of career information than were the male counselors, and that their greater credibility was attributed to greater expertness, greater trustworthiness, and more "masculine" traits.

Second, the ordering of trait clusters contributing

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to credibility ratings showed Trustworthiness and Expertness ranking higher than Sex-Role Stereotype. Expertness ranked first and Trustworthiness second for the Career group; Trustworthiness ranked first and Expertness second for the Home group. This indicates that the high school girls were less influenced in their judgment of counselor credibility by what are considered to be qualities of femininity or masculinity than they were by the counselor's seeming expertness and trustworthiness as a source of information. Also, inspection of mean scores for female counselors separately and for male counselors separately reveals a difference in the rank order of the trait clusters within each of the two counselor categories. Female counselors were rated higher on Expertness traits than on Trustworthiness traits; male counselors were rated higher on Trustworthiness traits than on Expertness traits.

Table 2

Credibility-Rating Means for Groups

Trait Clusters	Career Group		Home Group	
	Female Counselor	Male Counselor	Female Counselor	Male Counselor
Trustworthiness	3.6460	3.5000	3.5640	3.4840
Expertness	3.7039	3.4940	3.5890	3.4059
Sex-Role Stereotype	3.5000	3.2650	3.3340	3.1440

Third, the Career group of girls consistently rated the counselor, whether female or male, higher than did the Home group. This difference appeared in the overall credibility ratings and on ratings for every cluster. This indicates that those high school girls who were more inclined toward future occupations outside the home were also more receptive of career information and facts about women's roles in society today.

DISCUSSION

Several important findings have emerged from the analyses of the data. The findings of this study suggest that sex of the counselor makes a difference in the way in which high school females receive career information. Female counselors were rated higher on each of the credibility clusters, thus had overall higher credibility. This seems to indicate that female counselors will be perceived as more credible sources of career information than will male counselors.

It was unexpected that female counselors would be perceived as more expert and trustworthy, and it was even more unexpected that they would be rated higher in the more masculine traits. One explanation may be that female counselors are probably viewed as more qualified to give information about women, the topic of the particular audio tape. This finding of the study is contradictory to the

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findings presented by Fuller, Mezzano, and Thoresen et al. which generally showed that males seemed to be preferred for vocational and educational information. In their studies, however, they were not presenting career facts about women.

Sex-role stereotyping was not evident in this research, since ratings, whether by career-oriented or home-oriented girls, attributed more of those traits commonly considered masculine to the female counselor-narrators and more of the traits commonly considered feminine to the male counselor-narrators. Previous findings of Broverman et al., Steinmann et al., Schlossberg and Goodman, and Pheterson et al. (reported by Intellect) were therefore not supported.

Also, the results of this study did not fully support Lemert's findings that the Expertness cluster rated highest and the Trustworthiness cluster second highest to the overall credibility for a source associated with a topic of information. The present research with girls showed that the Career group followed his cluster ordering but the Home group did not. Lemert's research had not taken into consideration the sex of sources and of subjects when he tested the credibility qualities for different sources and topics; his were either male or sex-unknown.

In addition, Lemert's ordering of clusters did not hold within counselor groups, that is, for female counselors separately or male counselors separately. This is

supported by the ratings of both Career and Home groups for sex of the counselors. The group ratings for the Expertness and Trustworthiness trait clusters suggest that high school girls perceived female counselors as a group as being more expert but perceived male counselors as a group as being more trustworthy. This might influence girls' acceptance or rejection of information by a counselor of a particular sex group.

Also, the results support the work of Hoyt and Kennedy, Wagman, Gysbers et al., Astin and others who found that two distinct work-orientations exist for girls; however, contrary to these results, this study had more career-oriented than home-oriented girls. The difference in ratings by the two groups of girls indicate that the Career and Home groups are indeed different from each other. Career-oriented girls may be more favorable toward career counseling and vocational information from a counselor since they are interested in work outside the home. Also, as seen from students' age and grade data, the Career group was perhaps somewhat more mature or sophisticated than the Home group in this sample. This might indicate more realistic thinking about their graduation plans.

Finally, findings of the present study seem more valid than those of the other studies cited because there were improvements in research methodology. This was not

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only an experimental situation, but there was control for (1) order of presentation of counselor-narrator stimuli, the order of female and male counselors was alternated, (2) voice qualities of counselors, one female and one male counselor had fairly loud voices and one female and one male counselor had fairly soft voices, (3) physical appearance of counselor-narrators, audio tapes were used to present counselors and career facts, (4) sex of the counselors, both female and male narrators were used and analyzed, (5) sex of the respondents, girls only were chosen for the research, (6) ordering of items in the semantic-differential scales, the trait poles were randomly reversed, the three trait cluster traits were alternated, and two forms of trait lists were used.

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Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study investigated and identified sex differences in counselor credibility as perceived by high school girls. The research problem was to determine (1) whether female or male counselors are perceived by high school females as the more credible sources of career information, (2) if career-oriented girls differ from home-oriented girls in their perception of counselor credibility, and (3) how different dimensions or trait clusters contribute to the overall credibility of counselors. The researcher had expected (1) that high school girls perceive and rate male counselors as the more credible sources and female counselors as the less credible sources of life-career facts about women, (2) that career-oriented girls differ from home-oriented girls in the way they perceive and rate counselors as credible sources of career information, (3) that stereotypic traits of femininity and masculinity contribute more to the overall credibility of counselors than traits of expertness and trustworthiness.

A quasi-experimental method was used in which stimuli to which the subjects were to respond were recorded audio-taped presentations of identical career information

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about the status of women narrated by both female and male counselors.

The sample consisted of 106 female students from home economics classes at Westminster High School in Westminster, California, who were classified as career- or home-oriented by means of a self-check on a short questionnaire. An initial sample of 150 students was reduced to 106 by pulling out 25 incomplete sets of response sheets and by dropping out 19 more by means of a random-numbers table in order to equalize groups for statistical analysis. There were 53 career-oriented and 53 home-oriented subjects in the final analysis.

Credibility was measured by students' ratings of counselor-narrators on a Counselor Credibility Rating Scale consisting of thirty 5-point semantic-differential scales. Within the rating scale (CCRS), there were three trait clusters: Expertness, Trustworthiness, and Sex-Role Stereotype. Each cluster with 10 trait pairs of adjectival opposites reflected a dimension of credibility. The Expertness cluster consisted of trait pairs such as Experienced/Inexperienced and Trained/Untrained; the Trustworthiness cluster consisted of trait pairs such as Honest/Dishonest and Reasonable/Unreasonable; the Sex-Role Stereotype cluster consisted of trait pairs such as Logical/Illogical and Aggressive/Meek. The scale form response sheets were constructed to control for response

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set.

Two counselors from the high school assisted the researcher in introducing and administering the research instrument. A total of eight classrooms of students in home economics heard one of four audio-tape recordings presenting the same career facts about women. Narrators were two female and two male counselors; one female and one male narrator were alternated on each tape, each narrator telling half of the career facts. Following hearing of the tapes, the students rated each counselor-narrator on each of the thirty scale items.

A three-factor analysis of variance was used to analyze differences between group mean scores on the semantic-differential scales. Results showed three significant main effects of counselors' sex, respondent groups, and trait clusters. There were no significant first- or second-order interactions. The three main effects were all significant at the .05 level or beyond.

The results in relation to the three null hypotheses were as follows: (1) Hypothesis One, that there is no significant difference between the credibility ratings given to female and male counselors following their tape-recorded presentation of the same career facts about women, was rejected. The difference between mean scores for the female and male counselors was significant beyond the .001 level. However, contrary to what the researcher

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had expected, females, not males, had the higher perceived credibility ratings. (2) Hypothesis Two, that there is no significant difference between career-oriented and home-oriented girls' credibility ratings of counselors, was rejected. There was a significant difference at the .05 level. This was in accordance with what the researcher had expected. (3) Hypothesis Three, that there is no significant difference in the amount contributing to credibility ratings of counselors by scale items measuring trait clusters of Expertness, Trustworthiness, and Sex-Role Stereotype, was rejected. There was significance beyond the .001 level for trait clusters. However, contrary to what the researcher had expected, the Sex-Role Stereotypic cluster did not contribute most to overall counselor credibility; it contributed least. The Expertness cluster and the Trustworthiness cluster contributed most to counselor credibility.

Inspection of results gave additional information as follows: (1) Female counselors had consistently higher mean ratings than male counselors; thus, female counselors were perceived as more credible conveyors of career information than were male counselors which was attributed to greater expertness, greater trustworthiness, and more "masculine" traits. (2) The ordering of trait clusters contributing to credibility ratings showed Trustworthiness and Expertness ranking higher than Sex-Role Stereotype for

both respondent groups; thus girls were less influenced in their judgment of counselor credibility by what are considered to be qualities of femininity or masculinity than they were by the counselor's seeming expertness and trustworthiness as a source of information. In addition, as separate groups, female counselors were perceived as more expert and male counselors as more trustworthy. (3) The Career group consistently rated the counselors higher than did the Home group; thus, girls who were more inclined toward future occupations outside the home were also more receptive of career information. In addition, the work-orientation statements had sorted more girls as Career rather than Home which was surprising and contrary to previous research; this suggests that high school girls are becoming more aware of the necessity of working in the future.

CONCLUSIONS

1. The results suggest that the sex of the counselor makes a difference when presenting career facts about women to female students. Female counselors will probably be regarded by high school girls as more credible sources of career information about women than will male counselors.

2. The results support the findings of previous studies that there are two groups of female students, those

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who are primarily home-oriented and those who expect to work outside the home or have careers. Counselors will probably be regarded as more credible sources of career information about women by the career-oriented girls than by the home-oriented girls.

3. The results indicate that three clusters of traits contribute differently to the overall credibility of counselors. A female counselor's expertness or apparent qualifications as a source will contribute most to her credibility; trustworthiness or how much confidence a person has in the source will contribute next most; and Sex-Role Stereotype or how feminine or masculine the source is considered to be will contribute least. A male counselor's trustworthiness or apparent trustworthiness will contribute most to his credibility; expertness or qualifications of the source will contribute next most; and Sex-Role Stereotype or how feminine or masculine the source is considered to be will contribute least. In training counselors, therefore, it may be necessary to emphasize developing the traits of trustworthiness for female counselors and the traits of expertness for male counselors.

Considerable confidence can be placed in the results of this study since a large sample and a very large number of separate data values were involved in the analysis. However, even though the results of this study

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were significant at an extremely high level, the findings should not be generalized to other high school populations with a different ethnic composition or from a different socio-economic community. Represented in the present sample were mostly Caucasians from a predominantly working class community. A female student sample with a higher proportion of Mexican-American or other minorities, or from either a higher or lower socio-economic level, might be less equally divided between career- and home-oriented girls and might respond differently.

Nor should the findings of this investigation be taken to mean that female counselors are necessarily more effective in working with female students than are male counselors when it comes to problems other than career. The results only indicate that female students tend to view female counselors as more credible sources of career information. This may reflect a change from previous stereotypic views as to the traits considered feminine or masculine and from what has traditionally been considered a woman's role.

The possible change in view for girls is also reflected by the contradictory results of this study as compared to previous findings of other researchers. In the studies by Fuller, Mezzano, and Thoresen et al., more favorable results were shown for male counselors than for female counselors; this study favored female counselors.

Also, according to the questionnaire results in this study, which showed approximately 58 percent career-oriented and 42 percent home-oriented, there seem to be more career-oriented girls than other researchers had found, for example, Hoyt and Kennedy, Wagman, and Gysbers et al. It is possible that a change has taken place in how girls view sex-roles for themselves and others.

When presenting career facts and information about women to high school girls, it is probable that women counselors will be more influential or convincing than men counselors when discussing the realities of women and work. Also, it is possible that women counselors can be the more influential sources of encouragement in getting girls to plan their lives and in getting girls to use their full potentials, and use them throughout life. Whether the girls are career-oriented or home-oriented, the woman counselor may be taken more seriously in career counseling, and thus, career planning with girl counselees can more readily and realistically be undertaken with regard to the girls' immediate and future needs.

Counseling girls about combining work and home roles seems relatively new; only recently has information and statistics about working girls and women been revealed. There does seem to be the need for counselors, both women and men, to plan for the most effective and influential approaches in counseling girls to meet their complex needs

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to function at the highest possible level in society.

RECOMMENDATIONS

In general, the paucity of research related to females and career information makes research in this area a necessity. The following recommendations have resulted from this investigation and are suggested for further research.

In particular, there should be research related to counselors getting girls to view their life realistically, getting girls to plan for their futures, and encouraging girls to use their full potentials. It is important to find out who is more effective, female or male counselors, for career guidance and career planning with high school girls; particular counseling strategies could be implemented, or girls could be referred to the more effective counselors.

There should also be research related to counselor bias and career information. It is important to find out the particular bias of counselors, for or against females working in jobs considered feminine or masculine, and the effect of counselor bias on career counseling with girls and the girls' career behaviors; specific guidelines could be developed for use by counselors when counseling girls for careers.

More specific suggestions with regard to

replication of this investigation include:

1. Repeating this study at other schools with different ethnic compositions or in different socio-economic communities. This could determine whether the findings as to perceptions of counselor credibility can be generalized to dissimilar high school populations.

2. Making the audio tapes longer or varying the length of the taped messages. This could help to determine if time to think about what is said would make a difference in girls' responses.

3. Using video tapes rather than audio tapes so that students could view the counselors as well as hear them. This could help to determine if counselors' physical appearance increases the importance of femininity-masculinity trait perceptions in rating credibility.

4. Testing students in a counseling or guidance situation rather than classroom situation. This could suggest whether girls had different perceptions of counselors in a classroom or in a counseling-related situation.

5. Using 7-point scales and fewer adjective pairs; this could check the consistency or reliability of ratings with the present study.

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APPENDIXES

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Script of Tape-Recorded Stimuli--Career Facts about Women

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Narrator #1:

Life career facts about women are becoming available. This information is important to young women and can enable them to plan for their futures. The following list is only a small portion of career information that is available and useful.

1. According to present estimates 90 percent, or almost all, of the women in the United States can be expected to work some time in their lives.

2. On the average women will spend about 25 years in the labor force.

3. Nearly half of all women of working age are working.

4. About half the women work full-time year around.

5. In the United States, over one-third of all workers are women.

6. The greater majority of working women are married and living with their husbands.

7. The greater majority of the women in the United States are working for an income.

8. The majority of women who work do so out of economic necessity.

9. Many women must work because they are single, separated, divorced, or widowed, and many married women must work because their husbands are either handicapped, irregularly employed, or employed at such low wages that the wife must work if the family is to survive.

10. In general women are not less able than men.

11. In the United States there are few jobs that cannot be performed equally well by men and women.

12. In most occupational situations, women perform as adequately as men.

13. Women receive less pay than men for doing the same work, and this gap is widening.

Narrator #2:

14. Most women working full time make about one-half or less money than men working full time do.

15. About two and one-half times as many women than men earn less than $3,000 per year.

16. About 9 times as many men as women earn $10,000 or more per year.

17. Many families are headed by women alone.

18. Many families headed by women have incomes below poverty level.

19. In California the number of women-headed families on welfare has doubled.

20. Women are more likely than men to work in jobs not adequately covered by social security benefits.

21. Most women have only a high school education.

22. The largest major occupation of employed women is clerical work.

23. Female college graduates do not need clerical skills as well as a diploma to get employment.

24. There are reasonable ways to facilitate the employment of young women in such jobs as welder, night watchman, truck driver, and other such jobs.

25. Overall, most women are capable of performing well as both worker and homemaker.

26. Employment practices clearly discriminate against women.

27. Young women need more alternatives for employment than are currently available to them.

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Personal Data Questionnaire

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_____

Period_____Room_____

Please put an X on the line by one statement which best describes you.

_____ I definitely do not expect to work in any specialized job (one that requires additional study or training) after high school.

_____ I intend to be a career woman; I would not consider giving up a career or job for marriage.

_____ I expect to get married after I graduate and do not plan on working in a career or job at all, but I hope to be qualified, through some study, for a job in case my marriage plans don't work out.

_____ I may get married, especially if I don't have to give up my career or job.

Please circle one:

Caucasian Mexican-American

Black Oriental Other

Please circle grade level:

9 10 11 12

Age_____

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Counselor Credibility Rating Scale

INSTRUCTIONS

The purpose of this questionnaire is to rate what you think of each counselor who is speaking on the tape recording.

You will be given a series of word pairs which express opposite meanings. Check each scale in the direction that seems most characteristic of the counselor.

If you feel that the counselor is extremely close to one end of the scale, you should place your check-mark as follows:

Strong X :___:___:___:___Weak

Strong___:___:___:___:_X_Weak

If you feel that the counselor is quite close to or tends toward one or the other end of the scale (but not extremely), you should place your check-mark as follows:

Strong___:_X_:___:___:___Weak

Strong___:___:___:_X_:___Weak

If you consider the counselor to be neutral or neither side of the scale applies, you should place your check-mark in the middle space:

Strong___:___:_X_:___:___Weak

Work at a fairly high speed. Please do not puzzle over the items. It is your first impressions or feelings about the counselor that we want.

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THE FIRST COUNSELOR IS . . .

Experienced	____	____	____	____	____	Inexperienced
Unjust	____	____	____	____	____	Just
Illogical	____	____	____	____	____	Logical
Persuasive	____	____	____	____	____	Unpersuasive
Kind	____	____	____	____	____	Cruel
Unable to separate feelings from ideas	____	____	____	____	____	Easily able to separate feelings from ideas
Honest	____	____	____	____	____	Dishonest
Ignorant	____	____	____	____	____	Expert
Decisive	____	____	____	____	____	Indecisive
Foolish	____	____	____	____	____	Wise
Closedminded	____	____	____	____	____	Openminded
Very independent	____	____	____	____	____	Very dependent
Unintelligent	____	____	____	____	____	Intelligent
Subjective	____	____	____	____	____	Objective
Sensible	____	____	____	____	____	Not sensible

THE FIRST COUNSELOR IS . . .

Powerless	_____	_____	_____	_____	_____	Powerful
Trustworthy	_____	_____	_____	_____	_____	Untrustworthy
Thinks women are always superior to men	_____	_____	_____	_____	_____	Thinks men are always superior to women
Meek	_____	_____	_____	_____	_____	Aggressive
Trained	_____	_____	_____	_____	_____	Untrained
Admirable	_____	_____	_____	_____	_____	Contemptible
Very worldly	_____	_____	_____	_____	_____	Very home oriented
Uneducated	_____	_____	_____	_____	_____	Educated
Sincere	_____	_____	_____	_____	_____	Insincere
Unreasonable	_____	_____	_____	_____	_____	Reasonable
Informed	_____	_____	_____	_____	_____	Uninformed
Passive	_____	_____	_____	_____	_____	Active
Competent	_____	_____	_____	_____	_____	Incompetent
Incorrect	_____	_____	_____	_____	_____	Correct
Unsure	_____	_____	_____	_____	_____	Confident

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THE SECOND COUNSELOR IS . . .

Experienced	____	____	____	____	____	Inexperienced
Unjust	____	____	____	____	____	Just
Illogical	____	____	____	____	____	Logical
Persuasive	____	____	____	____	____	Unpersuasive
Kind	____	____	____	____	____	Cruel
Unable to separate feelings from ideas	____	____	____	____	____	Easily able to separate feelings from ideas
Honest	____	____	____	____	____	Dishonest
Ignorant	____	____	____	____	____	Expert
Decisive	____	____	____	____	____	Indecisive
Foolish	____	____	____	____	____	Wise
Closedminded	____	____	____	____	____	Openminded
Very independent	____	____	____	____	____	Very dependent
Unintelligent	____	____	____	____	____	Intelligent
Subjective	____	____	____	____	____	Objective
Sensible	____	____	____	____	____	Not sensible

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THE SECOND COUNSELOR IS . . .

Powerless	_____:_____:_____:_____:_____	Powerful
Trustworthy	_____:_____:_____:_____:_____	Untrustworthy
Thinks women are always superior to men	_____:_____:_____:_____:_____	Thinks men are always superior to women
Meek	_____:_____:_____:_____:_____	Aggressive
Trained	_____:_____:_____:_____:_____	Untrained
Admirable	_____:_____:_____:_____:_____	Contemptible
Very worldly	_____:_____:_____:_____:_____	Very home oriented
Uneducated	_____:_____:_____:_____:_____	Educated
Sincere	_____:_____:_____:_____:_____	Insincere
Unreasonable	_____:_____:_____:_____:_____	Reasonable
Informed	_____:_____:_____:_____:_____	Uninformed
Passive	_____:_____:_____:_____:_____	Active
Competent	_____:_____:_____:_____:_____	Incompetent
Incorrect	_____:_____:_____:_____:_____	Correct
Unsure	_____:_____:_____:_____:_____	Confident

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